

RUBRIC FOR AUTHENTIC ASSESSMENT (LESSON PLAN)

Categories	8	6	4	2	Points
Goals & Objectives	Goals and Objectives are clearly defined, attainable and accurately reflect the Content standards listed in the lesson plan.	Goals and Objectives are defined, within reason and reflect the Content standards with only a few necessary tweaks.	Goals and Objectives are lacking clarity with regard to attainability and/or relation to the Content standards that are listed.	Goals and Objectives are unclear or unrelated to the Content standards listed.	
Content Standards	Content standards are identified and appropriate for described lesson plan	Content standards are identified but some liberties are taken regarding appropriateness for described lesson plan.	Content standards listed are not the most appropriate for the described lesson plan--either too many are included or too few.	Content standards are grossly inappropriate for the described lesson plan.	
Higher Order Thinking Applications	The learning process and products that the students are working through in this lesson plan are at the Creating, Evaluating or Analyzing levels of Bloom's. Higher order thinking applications are of high quality and are appropriate for the grade level and content being served.	The learning process and products that the students are working through in this lesson plan are at the Creating or Applying levels of Bloom's. Higher order thinking applications are appropriate for the grade level and content being served.	The learning process and products that the students are working through in this lesson plan are at the Understanding or Remembering levels of Bloom's OR the higher order thinking applications for the grade level and content being served is questionable.	Higher order thinking applications are not clearly outlined and/or are grossly inappropriate for the grade level/content being served. It is unclear what the target Bloom's levels are.	

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Resources	At least 2 high quality, appropriate resources are listed. Use is justified based on relation to content and standards being addressed.	At least 2 appropriate resources are listed. Use is justified based on relation to content and standards being addressed.	At least 2 resources are listed and have some relation to the content and standards being addressed. Credentials of one or both site(s) are questionable.	Site(s) listed do not seem to have a direct relationship with content and standards being addressed and/or are inappropriate for content or grade level.
Collaboration	Method of collaboration is described in detail. A clear picture of how the introduction of this collaborative component enhances student learning of the content standards is included. Student motivation/buy-in is enhanced by this addition.	Collaborative component is described with some supporting details. There is a reasonable rationale describing how the collaborative activity enhances student learning of the content standards.	Collaborative component is described with minimal supporting details. Minimal rationale is offered to describe how the collaborative activity enhances student learning of the content standards.	The collaborative component description is unclear and/or does not clearly support the content standards detailed in the lesson plan
Multimedia Applications	Multimedia project is clearly described and strong justification is given regarding the benefits this tool will provide to the enhancement of student learning	Multimedia project is described along with some justification regarding the benefits that this tool will provide to the enhancement of student learning.	Multimedia project is stated. Justification regarding the benefits that this tool will provide to the enhancement of student learning is minimal and in need	Multimedia project is stated. Justification regarding the benefits that this tool will provide to the enhancement of student learning is weak and in need of

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Closure and Reflection			of elaboration.	elaboration.	
	Reflection opportunities for the students AND the instructor are clearly described with supporting details.	Reflection opportunities for the students AND/OR the instructor are described with minimal supporting details.	Reflection opportunities for the students AND/OR the instructor are mentioned with little to no supporting details.	Reflection opportunities for the students OR the instructor are omitted and the description that is included is lacking supporting details.	
					Total Points
Rubric courtesy in part by http://interactivenets.wikispaces.com/Lesson+Plan+and+Video+Template,+Samples+and+Rubrics+					